



The Effect of Pre-Teaching Vocabulary in Teaching Reading Skill to Improve Students' Reading Comprehension

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Abstract

For students, reading is crucial since their ability to learn obviously depends on how well they can read. Due to a lack of vocabulary, a common phenomenon among students today is their great difficulty interpreting texts or understanding the meaning of English terms. The purpose of this research is to determine how pre-teaching vocabulary affects the teaching of reading comprehension in students. Quasi-experimental research was used in this research. The tests are used for data collection (pre-test and post-test). The research is divided into two classes: an experimental class and a control class. The results show that the pre-teaching strategy has improved the value of the experimental class. This proves that pre-teaching vocabulary is a successful strategy for enhancing students' reading comprehension. In contrast to the control class, they had difficulty understanding a text when reading due to a lack of vocabulary and not being distracted during the learning process.

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INTRODUCTION

Reading is a process that helps us comprehend the information in the texts we read. The reader can obtain any message or information that will advance their knowledge through reading. According to Grabe (2009), Reading is a collaborative process in which the reader and the text collaborate to create and construct meaning.

Vocabulary teaching is important because it is one of the important things for us to understand English. In order to make students satisfied, interested in studying English, and capable in their reading assignments, teachers should be able to come up with an engaging teaching and learning technique. Vocabulary must be taught in integrated reading in the PBM process, one of which is in the pre-teaching section. In short, pre-teaching is an activity that is carried out for approximately 10-15 minutes before learning. In this section students will be stimulated and taught to understand or add vocabulary to the text to be taught. How to teach pre-teaching vocabulary can be done in various ways, for example by using pictures, writing, with video, pick synonym or antonym, match a word and others. It is hoped that this pre-teaching vocabulary can help students understand text and increase vocabulary in English. Therefore, vocabulary pre-teaching can help EFL readers in developing the

background knowledge necessary for reading as well as explaining to them how to access or activate such knowledge throughout the reading process. From these problem, this study aims to see how pre-teaching vocabulary effects on students' reading comprehension.

RESEARCH METHOD

Research design

The researcher employed quasi-experimental research in this study. The nature of quasi experimental studies that allow researchers to manipulate conditions in teaching and learning process, researchers will give treatment to groups that belong to the experimental group then analyze the student's changes' performance compared to other groups belonging to the control group. In addition, a control group is a group that has been taught without the use of Treatment. The experimental class will conduct a pre-teaching process, and this research will be conducted using a pre-test and post-test.

Population and sample

a. Population

In this research, the population is the object to be observed. The population of this study is the 10th grade students of SMAN 1 SALIMPAUNG which consists of 5 classes.

b. Sample

From the population of SMAN 1 SALIMPAUNG, the researcher only take 2 classes and total students both two classes are 67 students. In this research, the researcher used cluster random sampling. Cluster sampling is a sampling method where a randomly chosen group of people is divided into clusters, or groups, and a sample of these clusters is taken.

Instrumentation

Kerlinger (1965: 84) states that an instrument is an essential tool for collecting data for a research study. The test, or the vocabulary and reading comprehension test, is the instrument used to collect data, pre-test is the first test which is given before treatment and the second is post-test which is given after treatment. The kind of the test are multiple choice, fill in the blank, fill in a short, describe picture and synonym consisting of 30 questions, based on descriptive text and recount text.

Validity and reliability

a. Validity

The validity that used in this research are content validity. It refers to how correctly the questions and results on the test cover every aspect of the skill or subject [Creswell, 2005].

The steps in the validity of the test are as follows:

1. In content validity, the test must be proven related to what students learn by adjusting the context of the test by looking at the basic competence (KD) in the syllabus 2013 curriculum.
2. After that, the researcher determines the type of genre of the text to be tested, namely recount text and descriptive text.
3. After determining the type of text, the test should be created based on the topic.

4. There are two types of tests: vocabulary and reading comprehension test. Vocabulary test to see how much vocabulary the student has curated and reading comprehension test to measure the student's understanding of the text.
5. Test is made in several forms. To measure vocabulary, questions are given in the form of describe picture, synonym, and fill in the blank. To measure reading comprehension, students are given a test in the form of a short fill and multiple choices.
6. Then, in created a test must be contain heading, time allocation, skill, kind of the text and direction of the test that are suitable to measure students reading comprehension and vocabulary.

b. Reliability

The researcher employed test-retest reliability in this study. The stability of a test can be determined by managing it twice over several weeks to months. The test's reliability can then be determined by correlating the results from the two different measures. The steps in the reliability of the test are as follows:

1. After conducting a test in both classes, the students' test sheets were collected.
2. After the students' test results are scored, their test results will be given both pre-test and post-test results.
3. All student test results in both classes will be formulated and will be concluded with a formula that has been determined.

Techniques of data collection

At this stage, the research was conducted in eight meetings for each class. Both the experimental class and the control class will take a pre-test at the first meeting. In the 2nd to 7th meetings, material about descriptive and recount texts will be explained in the two classes. Then, in the last meeting, a post-test will be carried out in both classes to see the results of their learning during the past six meetings. For the experimental class, after using the pre-teaching vocabulary technique, will there be an increase in their learning outcomes, which will be seen from their post-test results.

1. Pre-test

- The researcher gives the students instructions on their tasks and distributes the reading materials for the two classes in order to assess the students' reading comprehension prior to treatment.
- The researcher gives score based on the students' test result.

Treatment

After giving a pre-test, the researcher treated each class. Each meeting ran for 90 minutes, and the researcher treated each topic three times. The experimental class does pre-teaching vocabulary in using some strategies. The material to be taught in both classes is the same.

This research was divided into the following two classes:

a. Experimental class

The researcher conducts the pre-test before the treatment. Before they are taught pre-teaching vocabulary using some strategies, the students' reading comprehension skills are used to determine their test result. The experiment was conducted as follows:

1. The students read the passages for ten minutes. Students were silently contemplating the teacher's question throughout this time.
2. The teacher gives some questions regarding vocabulary and reading comprehension to students.
3. Students will be given 60 minutes to answer the question.
4. Students do their pre-test.

b. Control class

The researcher conducts the pre-test before the treatment. Before employing the conventional teaching technique to discuss the reading, the students' reading comprehension skills were used to determine their test result.

The control class's procedure was as follows:

- a. The students read the passages for ten minutes.
- b. Students have 60 minutes to respond to teacher questions. In a classroom setting or through conversation, students might respond to questions.
- c. Students do their pre-test.

2. Post-test

1. Students in the experimental and control classes will take a post-test that contains the same questions as the pre-test to assess their abilities and determine whether their knowledge and grades improved, stayed the same, or declined as a result of the treatment.
2. The researcher grades the students' final test scores.

RESULT AND DISCUSSION

Result finding

1. The result of pre-test and post-test of Experimental Group

The experimental class in this research was class X.4 of SMAN 1 SALIMPAUNG, which consisted of 34 students. At the first meeting, all students carried out the pre-test according to the previously planned procedure. There are 30 questions in the pre-test with various types of questions, and students are given 90 minutes to do the exam.

After conducting the pre-test, the experimental class will carry out the vocabulary pre-teaching process for 6 meetings, of which 3 meetings are for descriptive text and 3 meetings are for recount text. After doing the treatment for six meetings, students will do a post-test. A post-test was conducted to see if there was an increase in or effect of the pre-teaching vocabulary on these students. The post-test questions tested are the same as the previous pre-test questions.

Table 1. Total and Mean of Pre-test and Post-test Score of Experimental Group

| Test | Total | |
|-------------|-----------|---------------|
| Pre-test | Σ | 2102 |
| | \bar{X} | 61.82 |
| Post-test | Σ | 2638 |
| | \bar{X} | 77.59 |
| Improvement | | 25.50% |

From the table above, we can see the average pre-test and post-test of the experimental class. The pre-test mean was 61.82, while the post-test mean was 77.59, where their scores increased after being treated with the pre-teaching vocabulary technique. The students' score significantly improving also demonstrates that the pre-teaching vocabulary enhances the students' reading skills. The improvement in the students' total score is 25.50%.

2. The result of pre-test and post-test of Control Group

In this research, the control class was class X.5 of SMAN 1 SALIMPAUNG, which consisted of 33 students. Just like the experimental class, at the first meeting all students carried out a pre-test according to a pre-planned procedure. There are 30 questions in the pre-test with various types of questions, and students are given 90 minutes to do the exam.

After doing the pre-test, students in the control class will also learn about descriptive and recount text, but the difference is that they don't use the pre-teaching vocabulary technique but rather a conventional way. Meetings will also be held 6 times, 3 times for each topic. Students will take a post-test after six meetings. The post-test questions are also the same as the pre-test questions.

Table 2. Total and Mean of Pre-test and Post-test Score of Experimental Group

| Test | Total | |
|-------------|----------|---------------|
| Pre-test | Σ | 2066 |
| | X | 62.61 |
| Post-test | Σ | 2448 |
| | X | 74.18 |
| Improvement | | 18.49% |

In the table above, we can see that the pre-test mean of the control class was 62.61, while their post-test mean was 74.18. This class also experienced an increase in value, but not comparable to the experimental class. The improvement in test scores indicates that the control group's students' reading skills have also improved. The improvement in the students' total score is 18.49%.

Table 3. Pre-test and Post-test Difference

| Group | Pre-test Mean | Post-test Mean | Difference Mean |
|--------------|---------------|----------------|-----------------|
| Experimental | 61.82 | 77.59 | 15.77 |
| Control | 62.61 | 74.18 | 11.57 |

The mean value of the two classes differs, as shown in the table above. Compared to the control class, the experimental class had seen a greater increase in scores; this means that pre-teaching vocabulary technique has a good effect on students.

Discussion

Pre-teaching vocabulary is an activity carried out for 15–20 minutes before learning begins. At this stage, the students were stimulated and taught to understand or add vocabulary to the text to be taught. As previously explained, the purpose of the researcher using the pre-teaching vocabulary technique is to help the students reduce the difficulty in understanding of a text is used usually caused by the limited of vocabulary.

The finding of this study indicates that using Pre-teaching Vocabulary in Teaching Reading Skill Improve Students Reading Comprehension is effective. This can be seen from their test results, where the post-test mean is higher than the pre-test mean. Before using pre -teaching vocabulary (mean 61.82), after using pre-teaching vocabulary (mean 77.59). Test sig (2-tailed) value was 0.000, which is less than 0.05.

According to Klinger, Vaughn, and Broadman (2007:8), reading comprehension is a relation between the reader and what they bring into the text, such as their prior knowledge about a topic, interest, reading strategies, and also understanding of the text genre. In this case, pre-teaching vocabulary is an attempt to equip them with prior knowledge that aims to help them understand texts. The students were taught by using media such as images, using synonym/antonym, Supplying examples of the kind, and others to improve their vocabulary. As for the reading process, researchers use methods such as predicting, connecting, self-questioning, and skimming / scanning.

The result of this study is in line with some previous research (“Somayyeh Mousavian¹, Hossein Siahpoosh²”, “Takad Ahmed Chowdhury^{1,2} , Arjumand Ara²”, “Dr. Ali Jahangard¹, Dr. Ahmad Moinzadeh², Akbar Karimi³”). For the example, the study from Somayyeh Mousavian¹, Hossein Siahpoosh², found that pre-teaching a vocabulary list before a performance was better than not learning the vocabulary list at all. This means that teaching vocabulary before reading is effective for improving students' reading comprehension. In my opinion, pre-teaching vocabulary is effective because it can help students build vocabulary before entering the core of learning, so that when learning, they are assisted by the vocabulary that has been discussed previously. Besides being able to increase vocabulary, pre-teaching vocabulary can also help students pronounce a word correctly. The teacher will invite students to repeat the words that have been discussed before until their pronunciation is correct.

In spite of that, the increase in vocabulary here is not very significant. There can be some possibilities, "although this is not the main aim of the research." First, some student are not "Engaged" in the learning process. For example, when their friends talk, they make jokes with their other friends. Student engagement, described as the propensity to be behaviorally, emotionally, and cognitively active in academic activities, is a key construct in motivation research (Thijs & Verkuyten, 2009). Student engagement has generally focused on increasing achievement, encouraging positive behaviors, and giving students a sense of belonging in order to keep them in school. “As between 25% (Willms, 2003) and over 66% (Cothran & Ennis, 2000) of students are thought to be disengaged, some educationists believe that engaging disengaged students to be one of the primary challenges facing educators.” (as cited in Harris, 2008, p. 57). According to research by Willms, Friesen, and Milton from 2009, five teaching strategies are most likely to increase student engagement in the classroom:

first, thoughtful, intentional learning designs; second, making learning meaningful; third, relationship-building; fourth, improving teaching practice in front of peer teachers; and the last one using assessment to improve learning and guide teaching (pp 33-37). Second, they lack motivation. For example, based on informal information from the teacher during the research process, there was a conversation between the student and the teacher in which the student expressed that they were not interested in English lessons. As a result, in the learning process, they become lazy and do not focus while studying.

Motivating students is one of the main challenges teachers face on a daily basis. Students' motivation and engagement, which are defined as their enthusiasm and desire to participate, learn, perform effectively, and realize their potential at school, have a significant impact on students' interest in and enjoyment of school (Martin, 2006).

It might be difficult for teachers to engage students and motivate them. Although a lot of a student's motivation comes from the inside, teachers have a vital role to play in creating an atmosphere of student engagement. Success in both academics and behavior depends on raising student engagement and motivation.

In conclusion, the students' reading skills is better than it was before the treatment, as seen by the pre- and post-test results. The students' reading skill pre-test result was 2102 and post-test the students' speaking result was 2638. It indicates that pre-teaching vocabulary has an impact on the ability of students read. H_a is, thus, accepted while H_0 is rejected. The research's conclusion was that students' reading comprehension had a positive impact.

CONCLUSION

Based on research findings and discussions, the following are the conclusion:

1. The use of pre-teaching vocabulary in teaching reading skill is able to improve students' reading comprehension at 10th Grade Students of SMAN 1 SALIMPAUNG. The experimental class's mean post-test score was higher than the pre-test score ($77.59 > 61.82$), which provided as evidence.
2. Pre-teaching vocabulary is an effective method for increasing students' reading comprehension. The alternative hypothesis (H_a) is accepted, and this was proved. In addition, the null hypothesis (H_0) is rejected.
3. Although the use of pre-teaching vocabulary is effective, it does not have a very significant impact. This is caused by several possibilities, such as the fact that some students are not "engaged" in the learning process and lack motivation.

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